|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How we organise ourselves Maths** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** | | | | | | **Skills:** Observation | | | | | |
| **Materials:** | | | | | | **Grouping**  Individual  Pairs  xSmall group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Feb 25 -March 1/13 | | | **Time:** 25 min each activity | | |
| **Description** | | | | | | | | | | | |
| **Opening: Stations 1**  **Main Activity:**  **Number stories**  **(Station 1 teacher)**  **Ask children to choose a # combination from #s 5, 6 or 7. Provide children material to think about their own number story. Divide the math book in three and ask them register the steps and the drawings on it.**  **4 +2 =6**  **…. \*\***  **6 - 2=4**  **4**  **Probability game**  **(Stations 1 teacher)**  **\* PROBABILITY**  **Materials:**  **1. Small white boards**  **2. All black and white multilink cubes**  **3. Die with three black and three white faces**  **4. Chart paper**  **5. Markers**  **.**  **Procedure/instructions:**  **Make groups of two children; give out a small board to each team.**  **After choosing the teams, ask them to sit in groups. One half group in front of the other.**  **Ask each half group to choose a colour (white or black).**  **Questions:**  **How many possible outcomes does the die have?**  **When you roll the die what is the probability that the white colour is obtained? \***  **and what is the probability that the black colour is obtained?**  **Which colour cannot be a probability?**  **Ask each team to choose a player.**  **Ask the player from each team to roll the die by turns.**  **The player can take a cube if it corresponds to the colour of his/her team.**  **Ask each team to connect the cubes at the end of the game.**  **On chart paper record the scores and compare them.**  **White Black**  **☺☺☺☺☺☺☺☺☺☺**  **☻☻☻☻☻☻☻**  **Conclusion:**  **What was the result?**  **How many black and how many white did you all get?**  **Did the possible outcomes correspond to the results? Why?**  **\*Note: It is suggested to use related vocabulary. For example, the probability is 3 white faces out of 6 (3/6).**  **Symmetry using ,**  **(Station 1 Ind)**  **\*** **After watching the video discuss with children, what they saw and explain and give examples of what symmetry is?**  **Have children look in nature to find symmetry (for example: Leaves, if they are symmetrical when we fold them)Have children go outside to look around the environment things that are symmetry and then register them in their notebooks** | | | | | | | | | | | |
| **Afterward in the circle they have the opportunity to share their findings.**     |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | | | | | | | | |
|  | | | | | | | | | | | |  |
| Closing: At the end of each class try children draw conclusions about what they did according to symmetry. | | | | | | | | | | | |  |